

Inspection of Harmans Water Primary School

Wellington Drive, Harmans Water, Bracknell, Berkshire RG12 9NE

Inspection dates: 17 June and 21–22 June 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Requires improvement

What is it like to attend this school?

Harmans Water is a friendly and welcoming place. Pupils feel safe and well-cared-for. They are proud ambassadors for their school. Pupils develop a deep appreciation of different faiths, cultures and communities. There is an inclusive ethos that shines through. One pupil commented, 'It's not what's on the outside, but what's on the inside that matters.'

The school's values of 'responsibility, respect, resilience, teamwork, creativity and thoughtfulness' are successfully threaded through all aspects of school life. Pupils relish their 'Steps to Awesomeness' challenges. These help them to live out the school's values in their day-to-day lives.

Overall, pupils behave well. Classrooms are calm and purposeful places. Pupils work well together and are keen to share their ideas. They enjoy coming to school because learning is fun and interesting.

Pupils told inspectors that bullying is rare. They trust that staff will help them deal with any worries they have swiftly. Pupils show respect for one another and get on well.

Parents speak highly of the school. They appreciate the support their children receive. One parent summed up how many feel by saying, 'Teachers go over and above to help our children.'

What does the school do well and what does it need to do better?

Leaders have a sharply focused vision for pupils' success. The headteacher, staff and governors work very effectively as a team. Leaders have high expectations for staff and pupils. They know their school very well. They are rightly proud of its many strengths and know what they need to do to make the school even better.

Leaders have designed an exciting curriculum. They have identified the important knowledge and skills pupils should learn and remember in each subject. Teachers make sure that pupils' learning carefully builds as they move up the school. In art, for example, children in Reception learn how to mix colours, while Year 5 pupils speak knowledgeably about the different brush strokes used by Impressionist artists.

Staff receive high-quality training, which helps them deliver lessons confidently. Subject leaders are knowledgeable about their areas of responsibility. In many subjects, leaders know how well pupils are achieving across all year groups and make sure the curriculum is adjusted to meet pupils' needs effectively. However, this is not consistent across all subjects in the school's curriculum.

Children get off to a flying start in Nursery and Reception. They are settled and happy. Teachers carefully design activities that spark children's curiosity and interests. As a

result, children become engrossed in learning. Staff skilfully develop children's understanding of the world around them. The well-planned outside areas provide countless opportunities for children to explore their ideas and learn.

Leaders place great importance on ensuring that all pupils learn to read. Staff are well trained in how to deliver the school's phonics programme. Staff quickly identify those pupils who need help to catch up. Pupils read books that enable them to practise the sounds they have learned in lessons. In all classes, starting in Nursery, teachers read to pupils every day. Pupils look forward to listening to these stories.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all aspects of school life. Leaders and staff know these pupils very well. They ensure that they receive effective support to help them learn. Where appropriate, staff work with external professionals, such as speech and language therapists and other providers. This makes sure pupils get the help they need.

Leaders' commitment to pupils' personal development is exceptional. Pupils delight in the extensive opportunities on offer. Pupils enjoy a wide range of visits, including to the theatre, the seaside and adventure centres. They consider and debate important aspects of modern life, including environmental and equalities issues. This also leads to them being involved in practical action, including promoting recycling and purchasing new information and communication technology software to support those with a visual impairment. This helps pupils deepen their understanding of the importance of a fair and inclusive society.

All staff have high expectations of pupils' behaviour. Everyone is clear about the rules. Consequently, pupils behave well throughout the school. They are polite, caring and considerate towards others. For example, pupils open doors for each other and give visitors a very warm welcome. In lessons, pupils concentrate well and show very positive attitudes towards their learning.

Staff are proud to be part of the school community. Leaders and governors look after their staff exceptionally well, so staff feel valued. Leaders are careful to ensure that teachers' workload is manageable. Staff appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have developed a strong culture of safeguarding in the school. Staff are vigilant in their care for pupils. The training staff receive helps them to recognise the signs of when pupils are at potential risk. Staff understand how to report any worries they might have about pupils' welfare. Leaders follow up any concerns swiftly. They work well with other agencies to keep pupils safe. Pupils are confident that staff will listen and support them if they have any worries. They know how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders have a clear understanding of how well pupils are achieving across the school in many subjects, including English and mathematics. Consequently, leaders make sure the curriculum is shaped and adapted effectively, so that pupils learn well. Senior leaders and governors should ensure that this is consistent across all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	130949
Local authority	Bracknell Forest
Inspection number	10184388
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	583
Appropriate authority	The governing body
Chair of governing body	Andrew Taylor
Headteacher	Alison Wyld
Website	www.harmanwater.co.uk
Dates of previous inspection	4 and 5 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school is much larger than the average-sized primary school.
- The number of pupils on roll at the school has decreased since the previous inspection.
- The governing body has been restructured. It has reduced in size from 24 governors to 13.
- The school's early years provision consists of Nursery and two Reception classes.
- The school is currently using three alternative providers.

Information about this inspection

This inspection began on 17 June 2021 as a monitoring inspection under section 8(2) of the Education Act 2005. Having found that the school's performance appeared to be improving, the inspection was deemed a full inspection under section 5 of the Education Act 2005. As a section 5 inspection requires more inspector time to complete than a monitoring inspection, inspectors returned on 21 and 22 June 2021 to complete the full inspection.

- Inspectors met with the headteacher and senior leaders.
- Inspectors met with representatives of the local authority as well as the chair of governors and two members of the governing body.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils.
- Inspectors considered the 24 responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the 66 responses to Ofsted’s Parent View questionnaire, and 48 additional free-text responses. Inspectors spoke to several parents during the inspection.
- Inspectors met with a range of pupils to discuss their views on the school and talked to pupils informally during social times and in lessons.
- As part of the inspection of early years, inspectors met with the early years leader and visited the Reception and Nursery classes.
- Inspectors reviewed a range of documentation, including the school’s self-evaluation, governor minutes, pupil premium and catch-up funding plans.
- History, mathematics, modern foreign languages (MFL), art and reading were considered as part of this inspection. Inspectors met with the history, mathematics, art and MFL subject leaders. Inspectors undertook a range of lesson visits and met with pupils and class teachers. Inspectors also looked at pupils’ work in a range of subjects and heard pupils read.

Inspection team

Louise Walker, lead inspector	Her Majesty’s Inspector
Matthew Haynes	Her Majesty’s Inspector
Shaun Jarvis	Her Majesty’s Inspector

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